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ABSTRACT

Blueprint 2000 is the Florida state policy moving Florida education toward higher standards in the long term, requiring extensive collaboration among the public schools, community colleges, state universities, and the Florida Department of Education. The Task Force on High School Preparation for Postsecondary Education and Employment was formed in June 1993 and charged to review high school graduation requirements and make recommendations to the State Board of Education and the 1994 Legislature to ensure that students are prepared for postsecondary education and that graduation requirements conform to the competency-based goals of the Blueprint 2000 plant. This report presents the 11 Task Force recommendations for: (1) raising expectations by making changes in course requirements, focusing on competencies rather than credits, changing grade point average requirements, aligning curriculum and assessment, and making changes in assessment; (2) ensuring a caring learning environment by supporting staff development to prepare staff for greater involvement with students and for interdisciplinary and/or integrated instruction; (3) providing flexibility for transition to Blueprint 2000 via a modified funding system to support interdisciplinary and/or integrated instruction between vocational and academic courses; and (4) enhancing school, college, and university collaboration. The report concludes with a timeline for implementation of the high school preparation recommendations. Appendixes include a listing of task force members, resource persons, meeting dates, high school graduation requirements, and 1993-94 math and science courses by levels. (KP)

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ED 370 633

Recommendations for High School Preparation for Postsecondary Education and Employment

A report submitted to the Articulation Coordinating Committee by the Task Force on High School Preparation for Postsecondary Education and Employment

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Betty Castor
Commissioner of Education

November 30, 1993

The Honorable Betty Castor
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Dear Commissioner Castor:

It has been a pleasure to serve as Chairman of the Task Force on High School Preparation for Postsecondary Education and Employment over the past several months. The task force has taken its charge seriously and has examined many issues related to Florida's high school graduation requirements and the preparation of students for postsecondary education and employment. The diversity of the task force members brought many perspectives to the issues that were discussed. The final recommendations represent the task force's best effort to meet its charge to develop "...recommendations for the State Board of Education and the 1994 Legislature to ensure that students are prepared for postsecondary education, and that the graduation requirements conform to the competency-based goals of Blueprint 2000." I appreciate the expertise and wisdom of the task force members who were selected for this assignment.

The task force has completed its work and is now prepared to share its recommendations with you, the Articulation Coordinating Committee, and the Florida education community. These recommendations, when fully implemented, will improve student readiness for postsecondary education and employment and will facilitate our transition to full implementation of Blueprint 2000. It is our hope that these recommendations will become reality and that we will soon observe the positive changes the task force has recommended.

On behalf or the task force, I would like to thank you and your staff for the excellent support you have given to me and to the task force. In addition, I would also like to thank Ms. Cynthia Pino, Assistant Superintendent for Instruction, on my staff, for her contributions to the work of the task force.

Sincerely yours,

Joan P Kowal

Joan Kowal
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RECOMMENDATIONS FOR HIGH SCHOOL PREPARATION FOR POSTSECONDARY EDUCATION AND EMPLOYMENT

A report submitted to the
Articulation Coordinating Committee
by the Task Force on High School Preparation
for Postsecondary Education and Employment

November 1993

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COMMISSIONER'S CHARGE TO THE TASK FORCE ON HIGH SCHOOL PREPARATION FOR POSTSECONDARY EDUCATION AND EMPLOYMENT

Education Commissioner Betty Castor announced on June 10, 1993, the formation of the Task Force on High School Preparation for Postsecondary Education and Employment. The task force was charged with reviewing Florida's high school graduation requirements and developing recommendations for the State Board of Education and the 1994 Legislature to ensure that students are prepared for postsecondary education, and that the graduation requirements conform to the competency-based goals of Blueprint 2000.

Commissioner Castor said, "Meaningful school improvement and accountability require coordination and cooperation. I look forward to learning what insights the task force has in ensuring our students are ready for college and our technological work force."

The task force has worked under the auspices of the Articulation Coordinating Committee which has the responsibility of ensuring the smooth transition of students between public schools, community colleges, and state universities. The task force was chaired by Dr. Joan Kowal, superintendent of Volusia County Public Schools. The final report and recommendations of the task force will be presented to the Articulation Coordinating Committee on December 7, 1993, in Tallahassee.

TASK FORCE ON HIGH SCHOOL PREPARATION FOR POSTSECONDARY EDUCATION AND EMPLOYMENT

RECOMMENDATIONS

INTRODUCTION

On June 10, 1993, Commissioner of Education Betty Castor announced the appointment of the Task Force on High School Preparation for Postsecondary Education and Employment. The charge to this task force was to review high school graduation requirements and develop recommendations for the State Board of Education and the 1994 Legislature to ensure that students are prepared for postsecondary education and that graduation requirements conform to the competency-based goals of Blueprint 2000. The membership of the task force was composed of outstanding leaders from among education officials, administrators, teachers, parents, and students from the public school sector and included representatives from Florida's business community, community colleges, state universities and the Florida Department of Education. A list of the task force members is included in this report in the Appendix. The task force represented a broad spectrum of expertise, interests, and opinions throughout the State. Members reviewed a considerable amount of information, compared graduation requirements of other states, and met on four occasions in various locations to carry out the responsibilities of the task force. The task force meeting dates are included in the Appendix.

RECOMMENDATIONS

The Blueprint 2000 plan is the policy of the State of Florida which is to move Florida education to higher standards in the long term. Full implementation of this plan will require extensive collaborative efforts among the public schools, community colleges, state universities, and the Florida Department of Education. The task force realized early in its deliberations that full implementation of the Blueprint 2000 standards will require more time to plan than was given to the task force. The task force recognizes the need for systemic change and has as its ultimate goal the full implementation of the Blueprint 2000 plan. However, the task force also recognized a need for transition steps. With that in mind, the task force tried to be sensitive to both short-term and long-term needs in making its recommendations. It was especially important to the task force that the transition from the current high school graduation standards to the Blueprint 2000 standards be as smooth as possible. The recommendations of the task force are presented below.

HIGHER EXPECTATIONS

Changes in Course Requirements

The Blueprint 2000 plan contemplates higher expectations for all students. Accordingly, the task force desires to convey higher expectations for all students through a more rigorous core curriculum. Many high school students who appear capable of higher level achievement are taking Level I courses rather than the more challenging Level II and Level III courses. Level I courses provide an important alternative to some students and should not be eliminated from the curriculum altogether. As Blueprint 2000 is fully implemented and traditional credits are phased out, high school graduation requirements should be based upon attainment of student performance standards embedded in new curriculum frameworks. Work has already begun to develop new curriculum frameworks that address the competency-based goals of Blueprint 2000. During the transition to implementation of Blueprint 2000, however, the number of Level I courses that will count toward high school graduation should be limited.

> **Recommendation 1: The task force, as an ultimate goal, supports Goal 2 of the Blueprint 2000 plan which is for all students to graduate and be prepared to enter the workforce and postsecondary education. During the transition to full implementation of the Blueprint 2000 plan, beginning with the freshmen entering in the 1994 Fall Semester, a student should be permitted to take a Level I course only when it is determined that the course is the most appropriate placement for the student according to a district plan and is included in the student's personalized plan signed by an adult representative of the student's family or the student if 18 years of age or older, the student's guidance counselor, and the principal of the school. Courses currently designated as Level I should be reviewed to insure that they are at the appropriate level.**

Focus on Competencies Rather Than Credits

The task force views the 15 credit core course requirements as the essentials of the high school curriculum. The nine elective credit courses add breadth to the curriculum and meet individual student needs. It is the intent of the task force to increase the quality of high school preparation. There is a need for flexibility in the curriculum to allow for individual differences in student learning patterns and to meet district goals. It is recognized by the task force that school districts now have statutory authority to substitute performance-based instruction for courses, combine

course content of two courses for credit in both, establish standards higher than the state graduation requirements, award different diploma options, add more specificity to course requirements, and require additional Carnegie units. Nonetheless, school districts should be encouraged to use their flexibility and be granted additional flexibility to begin developing competency-based delivery systems prior to full implementation of the Blueprint 2000 plan.

Recommendation 2: District school boards should be allowed to adopt a pupil progression plan which would enable high school graduation under a performance-based framework to become effective for freshmen entering in or subsequent to the 1994 Fall Semester. The approved performance-based pupil progression plan should include competencies and courses that encompass the 15 credit core course requirements as well as those attendant to 9 elective credit courses. The approved plan should enable the school district to receive funding incentives through development of performance-based programs which result in the demonstration of student outcomes rather than "seat time." Parameters should be established which would encourage the education community to respond positively and voluntarily toward the fulfillment of Blueprint 2000 competencies.

Recommendation 3: The Florida Department of Education in conjunction with the school districts and the Florida Commission on Education Reform and Accountability should conduct a comprehensive review of the Carnegie unit structure focusing on a total restructuring of the high school graduation requirements to reflect a performance-based curriculum, and ensuring that colleges and universities across the country will accept Florida's restructured system.

Changes in Grade Point Average Requirement

The overall performance of a student is reflected in the grade point average of the student. The current grade point average requirement for graduation is 1.5, less than a C average, below what is normally considered satisfactory. If students are to be considered ready for postsecondary education and employment, they should demonstrate their readiness to at least a satisfactory level overall.

Recommendation 4: The unweighted cumulative grade point average (GPA) required for the award of a standard diploma should be increased gradually, beginning with the freshmen entering in the 1994 Fall Semester according to the following schedule:

COHORT	GRADUATION REQUIREMENT
1994-95 Freshmen	**1.6 GPA on a 4.0 scale**
1995-96 Freshmen	**1.8 GPA on a 4.0 scale**
1996-97 Freshmen	**2.0 GPA on a 4.0 scale**

The results of this change should be studied to determine the impact of the higher grade point average requirements.

Support systems should be funded and developed to motivate students to stay in school and help them meet the higher grade point average requirements.

Alignment of Curriculum and Assessment

One of the main effects of Blueprint 2000 is to change the criteria for awarding diplomas from the Carnegie unit, a time-based system of instruction, to a competency-based system. New curriculum frameworks will be needed which embed the Blueprint 2000 student outcomes and performance standards, from Kindergarten through the twelfth grade, if students are to be meet expectations. Some schools will develop integrated curriculum frameworks, combining competencies from more than one subject area into a single course. It will be important to simultaneously develop curriculum frameworks and assessment processes to assure that students will have an opportunity to prepare themselves in the areas in which they are to be tested.

Recommendation 5: The Florida Department of Education should assure that curriculum and assessment processes are aligned so that students have an opportunity to receive instruction in the areas for which they will be held responsible.

Changes in Assessment

Students achieve at higher levels where expectations are higher. Of those public high school graduates who enter Florida's community colleges and take the entry-level

placement tests, more than half are required to take one or more college preparatory courses in reading, writing, or mathematics. Some work is already underway to improve this situation. The Grade Ten Assessment Test (GTAT) was recently implemented to provide students with information about their preparation so that they may work on their skills during the last two years of high school. Recent revisions to the High School Competency Test (HSCT), which is required for graduation from high school, will establish higher graduation standards. The revised test will be administered for the first time in October 1994. The common entry-level placement test program administered to first-time-in-college students is being revised and a single entry-level placement test (ELPT) is under development for use by all community colleges and state universities. It is anticipated that this test will be available in 1995. This single test will provide a more clearly defined level of expectation in reading, writing, and mathematics for high school students who are admitted to college degree programs. These three tests are being brought into better alignment with the College-Level Academic Skills Test (CLAST) which is administered at the end of the sophomore year in college.

Recommendation 6: Beginning with the 1994 Fall Semester until the Blueprint 2000 assessment system is in place, the Grade Ten Assessment Test (GTAT) should be given to high school sophomores during the Fall Semester and should be realigned to reflect performance expectations for beginning tenth grade students. The GTAT is a diagnostic tool for designing a student's program of study. The primary focus for the use of the data should be for diagnostic purposes.

Recommendation 7: The Florida Commission on Education Reform and Accountability has established an assessment committee whose members are charged with the development of comprehensive assessments in all seven goal areas of Blueprint 2000. The task force supports the development of the Blueprint 2000 assessment system and recommends the development, implementation, and funding of performance based assessments and portfolio assessments which address Blueprint 2000 Goal 3 performance standards and outcomes.

ENSURING A CARING LEARNING ENVIRONMENT

Allowance for Individual Needs

As we move closer toward implementation of Blueprint 2000 it becomes more evident that students need individual attention. Each student brings his or her own set of strengths and weaknesses into the educational process. While the task force emphasizes that all students can learn, there is recognition that some may take more time and need alternative learning opportunities if each student is to be expected to meet a set of performance standards. There will be a need for one-on-one advisement and teacher interaction in order to bring some students to the acceptable level of performance. There may be a need for a school or district to modify the traditional instructional delivery or provide alternative or supplementary learning opportunities to meet individual needs.

> **Recommendation 8: The Florida Legislature should provide funds to schools and districts for staff development to prepare staff for greater involvement with all students, provide academic and personal support, assist in finding appropriate learning materials and opportunities, and help all students achieve the Blueprint 2000 standards.**

There may be opportunities for combining some traditional courses whereby students may learn more than one subject in the same classroom setting. For example, mathematics and physics may be taught simultaneously in a course of applied science. The way a course is taught and how much time is spent in a course is not nearly as important as what a student knows and can do when he or she finishes the course. It is expected that many different instructional strategies will be used to teach the same material.

> **Recommendation 9: Schools and districts are encouraged to provide staff development in interdisciplinary and/or integrated instruction whereby a team of teachers work with a certain group of students for an extended period of time in order to personalize learning and provide adequate support for all students to perform at the expected levels. Schools and districts are encouraged to integrate vocational and academic courses to afford all students the opportunity to apply curriculum in all areas.**

FLEXIBILITY FOR TRANSITION TO BLUEPRINT 2000

Allowance for Creative Management

The task force recognizes the need for school principals and other administrators to have some flexibility in the way programs are organized and funds are spent in order to meet the challenges and opportunities that transition to and implementation of new graduation requirements and Blueprint 2000 standards will bring. Blueprint 2000 standards are to be implemented gradually over a period of time as they are developed and endorsed. Current funding formulas assume a traditional approach to instruction. New reporting and new funding practices are needed to begin to make the transition toward implementation of the Blueprint 2000 plan. The task force is aware that the Florida Education Finance Program Review Panel under the direction of Dr. Bernard Sliger is currently evaluating the funding formulas used to finance K-12 public schools and supports the continuation of this effort. This project should take into consideration the need for funding flexibility during the transition to implementation of the Blueprint 2000 plan and the need for funding formula modifications after full implementation.

Recommendation 10: The Florida Department of Education and the Commissioner of Education should continue their work with the Florida Legislature to develop a modified funding system which will support interdisciplinary and/or integrated instruction between and among vocational and academic courses and the requirements of the Blueprint 2000 plan.

SCHOOL, COLLEGE, AND UNIVERSITY COLLABORATION

The task force recognizes the need for continual dialogue among educational leaders at state and local levels and among schools at all levels, colleges, and universities during the transition from the traditional schools to the Blueprint 2000 schools. The task force has provided an opportunity to foster that dialogue. School, college, and university collaboration is essential to improving student readiness for postsecondary education and employment. The Florida Department of Education, colleges, universities, districts, schools, and organizations should collaborate to develop competency based awards of credit based on Blueprint 2000 standards.

Recommendation 11: The Florida Department of Education should reach across sector lines to promote, articulate, and implement the systemic change that is inherent in full implementation of the Blueprint 2000 plan.

Recommendation 12: Consistent with the Statement of Cooperation in the Blueprint 2000 Transition System, the Florida Commission on Education Reform and Accountability, the Board of Regents, the State Board of Community Colleges, the Independent Colleges and Universities of Florida, the Postsecondary Education Planning Commission, the Education Standards Commission, and the Florida Department of Education should collaboratively describe the competencies of an entering-college freshman in terms of Blueprint 2000 student performance standards. A mechanism for cross referencing the Blueprint 2000 standards and competencies, integrated curricula, and applied courses with academic courses should be developed for the benefit of college and university personnel and employers who will need to interpret student achievement from student records and transcripts.

Recommendation 13: The task force or a successor to it should be charged with the responsibility to work with the Florida Commission on Education Reform and Accountability, the Florida Department of Education, the local schools, colleges, and universities to assist in the implementation of the Blueprint 2000 plan.

HIGH SCHOOL PREPARATION RECOMMENDATIONS

	TIMELINE FOR IMPLEMENTATION OF RECOMMENDATIONS		
	1993-94	**1994-95**	**1995-96 to 2000**
Students		Freshmen - Beginning Fall 1994: ●Level I course permitted only when most appropriate placement according to district plan & included in student's personalized plan (1) ●15 credit core courses & 9 electives required for graduation (2) ●1.6 GPA/4.0 to graduate (4) ●GTAT taken in fall of grade 10 (6) ●HSCT will be revised	●1995-96 Freshmen required to have 1.8 GPA/4.0 to graduate (4) ●1996-97 Freshmen required to have 2.0 GPA/4.0 to graduate (4) ●Take BP 2000 assessment tests when in place (6)
Florida Commission on Education Reform and Accountability and in collaboration with others*	●Conduct comprehensive review of Carnegie unit structure focusing on a total restructuring of the HS graduation requirements to reflect performance-based curriculum (3) ●Assessment committee continue with development of comprehensive assessment system (7) ●Begin to collaborate to describe the competencies of an entering college freshman in terms of BP 2000 student performance standards (12) ●HS Preparation task force continue to assist with implementation of BP 2000 (13)	●Assessment committee continue with development of comprehensive assessment system (7) ●Develop a mechanism for cross referencing BP 2000 standards and competencies, integrated curricula, and applied courses with academic courses for the benefit of postsecondary personnel to interpret student achievement from records and transcripts (12)	●Implement designed competencies and mechanisms to interpret student achievement from HS records and transcripts for entering college students (12)
Florida Department of Education	●Conduct comprehensive review of Carnegie unit structure focusing on total restructuring of the HS graduation requirements to reflect a performance-based curriculum (3) ●Assure that curriculum and assessment processes are aligned (5) ●Continue to work with Legislature to develop a modified funding system to support BP 2000 (10) ●Reach across sector lines to promote, articulate, and implement systemic change inherent in full implementation of BP 2000 (11)	●Assure that curriculum and assessment processes are aligned (5) ●Continue to give GTAT in fall of grade 10 until BP 2000 assessment system in place (6) ●Reach across sector lines to promote, articulate, and implement systemic change inherent in full implementation of BP 2000 (11)	●Conduct study to determine impact of higher GPA requirements (4) ●Continue assuring that curriculum and assessment processes are aligned (5) ●Reach across sector lines to promote, articulate, and implement systemic change inherent in full implementation of BP 2000 (11) ●Single entry-level college placement test will be implemented
Florida Legislature		●Fund district incentives for development of performance-based programs which result in the demonstration of student outcomes rather than "seat time" (2) ●Fund support systems to help students meet the higher GPA requirements (4) ●Fund performance based assessments and portfolio assessments which address BP 2000 Goal 3 performance standards & outcomes (7) ●Provide staff development funds to support BP 2000 (8) ●Approve modified funding system to support BP 2000 (10)	●Continue funding to support BP 2000 (1 - 13)
District School Boards And Schools	●Begin to develop performance-based assessments and portfolio assessments to address BP 2000 Goal 3 performance standards and outcomes (7) ●Begin to integrate vocational and academic courses to afford all students the opportunity to apply curriculum in all areas (9)	●Adopt a Pupil Progression Plan enabling HS graduation under a performance-based framework effective for entering freshmen beginning fall 1994 (2) ●Approve performance-based pupil progression plan to encompass 15 credit core course requirements and 9 elective credit courses (2) ●Parameters established to encourage education community to respond positively/voluntarily to fulfill BP 2000 (2) ●Develop support systems to help students meet the higher GPA requirements (4) ●Design staff development programs to support BP 2000 (8 & 9) ●Continue vocational/academic integration (9) ● GTAT results should be used as a diagnostic tool for designing a student's program of study to prepare for postsecondary education and employment (6)	●Provide staff development to prepare staff for greater involvement with all students, provide academic and personal support, assist in finding appropriate learning materials and opportunities, and help all students achieve BP 2000 standards (8) ●Provide staff development in interdisciplinary/integrated instruction, team teaching, block scheduling, personalizing learning, and individual support for all students to perform at the expected levels (9) ●Integrate vocational/academic courses (9)

*In collaboration with Department of Education, Board of Regents, State Board of Community Colleges, Independent Colleges and Universities of Florida, Postsecondary Education Planning Commission, Education Standards Commission, and school districts.

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Appendix

TASK FORCE ON HIGH SCHOOL PREPARATION FOR POSTSECONDARY EDUCATION AND EMPLOYMENT

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TASK FORCE ON HIGH SCHOOL PREPARATION FOR POSTSECONDARY EDUCATION AND EMPLOYMENT

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THE TASK FORCE ON HIGH SCHOOL PREPARATION FOR POSTSECONDARY EDUCATION AND EMPLOYMENT

MEETING DATES

June 28, 1993

Hyatt Regency International Airport — Orlando, Florida

August 30, 1993

Florida Education Center — Tallahassee, Florida

September 20, 1993

Renaissance Hotel — Orlando, Florida

October 22, 1993

Palm Beach Hilton Hotel — West Palm Beach, Florida

FLORIDA'S HIGH SCHOOL GRADUATION REQUIREMENTS

	CURRENT REQUIREMENTS 1992-93
1. Total number of credits	24
2. Passing the High School Competency Test (HSCT)	yes
3. Subject areas and credits required:	
a. English	4 credits
b. Mathematics	3 credits
c. Science	3 credits
d. American History	1 credit
e. World History	1 credit
f. Economics	0.5 credit
g. American Government	0.5 credit
h. Practical Arts Vocational Education or Exploratory Vocational Education and/or Performing Fine Arts	1 credit
i. Life Management Skills	0.5 credit
j. Physical Education	0.5 credit
k. Electives	9 credits
4. Grade Point Average minimum	1.5 on 4.0 scale

1993-94 MATH COURSES BY LEVELS

Course Title	Number
Level 1	
Pre-Algebra	1200300
Applying Basic Skills	1205310
Consumer Math	1205370
Business Math	1205540
Explorations in Math I	1205500
Explorations in Math II	1205510
Level 2	
Algebra I	1200310
Algebra II	1200330
Applied Math I	1205400
Applied Math II	1205410
Informal Geometry	1206300
Geometry	1206310
Integrated Math I	1207310
Integrated Math II	1207320
Integrated Math III	1207330
Liberal Arts Math	1208300

Course Title	Number
Level 3	
International Math I	1214300
International Math II	1214310
Algebra I Honors	1200320
Algebra II Honors	1200340
Linear Algebra	1200350
Abstract Algebra	1200360
Pre-Calculus	1202340
Calculus	1202300
Multivariate Calculus	1202330
AP Calculus AB	1202310
AP Calculus BC	1202320
Calculus IB	1202800
Differential Equations	1204300
Geometry Honors	1206320
Analytic Geometry	1206330
Analytic Geometry IB	1206800
Mathematics Studies IB	1209800
Trigonometry	1211300
Trigonometry IB	1211800
Math Analysis	1201300
Analysis of Functions	1201310
Discrete Mathematics	1212300
Probability & Statistics w/ Applications	1210300
Using Prob & Statistics	1210310
Elements of Math I	1213300
Elements of Math II	1213310
Elements of Math III	1213320
Elements of Math IV	1213330
Elements of Math V	1213340
Elements of Math VI	1213350
Elements of Math VII	1213360
Elements of Math VIII	1213370
International Math III	1214320
International Math IV	1214330

1993-94 SCIENCE COURSES BY LEVELS

Course Title	Number
Level I	
Fundamentals of Biology	2000300
Fund of Anatomy & Physi	2000420
Fund of Earth Science	2001300
Fund of Envirnmental Sci	2001330
Fund of Oceanography	2001360
Fund of General Science	2002300
Fund of Science & Tech	2002320
Fund of Physical Science	2003300
Fund of Chemistry	2003330
Level II	
Biology I	2000310
Anatomy and Physiology	2000350
Botany	2000370
Ecology	2000380
Limnology	2000390
Marine Biology	2000400
Zoology	2000410
Biology Technology	2000430
Earth/Space Science	2001310
Environmental Science	2001340
Astronomy Solar/Galactic	2001350
Oceanography	2001370
General Science	2002310
Space, Tech, Engineering	2002330
Physical Science	2002310
Chemistry I	2003340
Physics I	2003380
Nuclear Radiation	2003400
Principles of Tech I	2003600
Principles of Tech II	2003610

Course Title	Number
Level 3	
Biology I Honors	2000320
Biology II	2000330
Adv Pl Biology	2000340
Anatomy & Phys Honors	2000360
Biology I Pre IB	2000800
Biology II IB	2000810
Biology III IB	2000820
Earth/Space Sci Honors	2001320
Integrated Science I	2002350
Integrated Science II	2002360
Physical Science Honors	2003320
Chemistry I Honors	2003350
Chemistry II	2003360
Adv Pl Chemistry	2003370
Physics I Honors	2003390
Physics II	2003410
Adv Pl Physics B	2003420
Adv Pl Physics C	2003430
Chemistry I Pre IB	2003800
Chemistry II IB	2003810
Chemistry III IB	2003820
Physics III IB	2003850

Betty Castor, Commissioner

Office of Postsecondary Education Coordination
Tallahassee, Florida

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For more information or to obtain additional copies of this report, please contact the Office of Postsecondary Education Coordination, Florida Department of Education, 1101 Florida Education Center, Tallahassee, Florida 32399-0400.